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ABSTRACT

A longitudinal study was made of two groups, traditional college-age students when certified to teach and those who at certification were classified as nontraditional or returning students. Follow-up data 5 to 6 years after certification revealed that in the traditional group only 46 percent remained in the teaching force, and of the nontraditional group 85 percent were teaching. This paper focuses on the data from the traditional group to examine those factors which may be responsible for retention in or attrition from the teaching profession. Participants completed the Teacher Concerns Checklist--Form B (Fuller 1978) and a career development survey. Data analyses revealed that: (1) familial factors of marriage and parenthood do not explain why nonteachers are not using their certificates; (2) no statistical differences exist on academic and environmental impact concerns, but some difference exists in discipline concerns; and (3) developmental patterns, such as focus on career goals and personal security, do explain in part why certificate holders are not teaching. Of those remaining in teaching, only 18 percent intend to stay. This finding, in conjunction with the data from the surveys, suggests the need during preservice training for earlier classroom experiences and for early efforts at career awareness and exploration. (JD)

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Teacher Retention: A Longitudinal Comparison of Those Who Teach and Those Who Don't

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Introduction

Previous analyses from a longitudinal study of the career development of teachers compared two groups of teachers who differed on a dimension referred to as life stage. The results demonstrated a variety of differences in career patterns and professional concerns at three distinct points in time. The project was initially designed to learn whether and how socialization into the teaching profession is affected by the academic and nonacademic experiences of preparing teachers. Comparative data was obtained from two groups of teacher education candidates: those who were traditional college-age students when certified to teach and those who at certification were classified as nontraditional or returning students. Follow-up data five to six years after certification revealed that in the traditional group only 46% remained in the teaching force; of the nontraditional group 85% were teaching. The purpose of this paper is to focus on the subset of data from the traditional group to examine closely those factors which may be responsible for retention in or attrition from the teaching profession.

A broader purpose of this paper is to provide information that can be incorporated into professional education programs to facilitate teacher education candidates making realistic career decisions. Such information is important given the increasingly heterogeneous demographics of the undergraduate student population nation-wide. Nontraditional, returning students begin their professional preparation in education with a background of realistic experiences with children. They make a commitment to education at a point in the life-span when they have attained competence on a wide spectrum of adult concerns. Consequently, they are more likely to enter and remain in the profession than younger students. Traditional age teacher education candidates, in contrast, are considering career entry as they confront the challenges of young adulthood in the realms of family, finances, and long term security. They are less likely to commit to the profession and may well need more guidance and direction from their professional preparation experiences in order to

assess their interests, strengths, and career choices. The subset of data presented in this paper is gleaned from a longitudinal study which challenges the assumption that teacher education candidates are a homogeneous student population. Instead, this diverse group of individuals brings to teacher education and to teaching a variety of personal and professional experiences which influence them throughout their professional development and which challenge teacher educators.

Conceptual Framework

Becoming a teacher is presently regarded as the initial step in the continuing development of teachers. The question of whether professional maturation follows an orderly sequence has been studied from three directions. The developmental approach (Sprinthall) employs theories such as cognitive style (Harvey, Hunt & Schroder, 1961), moral development (Kohlberg, 1968), and ego development (Loevinger, 1976) to facilitate professional growth (Glassberg & Sprinthall, 1980; Oja, 1980; Oja & Sprinthall, 1978; Sprinthall & Theis-Sprinthall, 1983; Theis-Sprinthall & Sprinthall, 1987). A second approach inductively generates patterns of career development from interviews with teachers who have varying degrees of experience (Applegate & Lasley, 1979; Gehrke, 1978, 1979; Newman, 1979; Peterson, 1979; Ryan, 1979). The third approach is based on the work of Fuller (1969; Fuller & Brown, 1975) who was one of the first researchers to study the changes in teachers' preoccupations, or concerns, as they acquire experience in the classroom setting. Each approach contributes uniquely to our preservice and inservice education knowledge base. Each approach is evolving and is attentive only to a limited segment of the problem.

There is a need to study the interaction among the three approaches, as well as the interaction with a fourth perspective, derived from the life-span developmental theories of Gould (1972, 1978), Levinson (1978), Neugarten (1968), and Sheehy (1976). These theories have guided the conceptualization of this study by providing a framework to ask, how is passage through the stages of teaching affected by the life-stage or age of the teacher? Life-span developmental theorists posit that there

are stages of adulthood and that there are concerns, crises, or obsessions common to each. Previous analyses of the present longitudinal data (Cohen, 1982, 1983; Cohen & Klink, 1989) demonstrated such differences prior to and at the conclusion of student teaching, and after the initial years of teaching by relying on both a life-span perspective and on Fuller's conceptualization of the stages of learning to teach (Fuller, 1969; Fuller & Brown, 1975).

Fuller postulates that there are three such stages. In the first stage beginning teachers are preoccupied with their own adequacies in the classroom. They want to be accepted by their pupils and colleagues and to be evaluated favorably by their superiors. The second stage is characterized by concerns about the pressures and tasks of teaching such as class size, noninstructional duties, and institutional rigidity. Third stage concerns converge on the scholastic and affective impact that teachers can have on learners. Data from Fuller and others (Adams, Hutchinson & Martray, 1980; Adams & Martray, 1981; Cooperstein, 1981) demonstrate in support of the model that preservice and beginning teachers' concerns differ from those of inservice teachers. The supporting data, however, is usually cross-sectional and the pattern of progression through the stages often reveals that even inexperienced teachers are more concerned about pupil impact variables (Stage 3) than they are about classroom tasks (Stage 2).

An initial hypothesis of the present longitudinal study was that progression through Fuller's stages may be influenced by where a teacher is in his or her own personal development. The data indicated that as the traditional teachers completed student teaching, they were significantly more concerned than the nontraditional teachers with how pupils perceived them. However, with classroom experience, their concerns diminish. After five or six years in the classroom, the two groups had similar, low concerns about pupil perceptions. Both life stage and experience systematically contributed to a decrease in all teachers' concerns related to evaluation. For both groups of teachers impact concerns about pupil progress were

consistently high and task concerns about instruction and discipline were consistently moderate.

Qualitative data obtained during the follow-up study demonstrated that there were other differences between these two groups of teachers. Whereas the traditional teachers generally pointed to student teaching as their major source of classroom preparation, the nontraditional group identified multiple factors that were responsible. In terms of future career planning the nontraditional teachers intend to remain in classroom teaching positions while the traditional teachers are more inclined to set goals to move outside of the classroom into administrative or service positions. The induction years of teaching are especially challenging. The longitudinal data revealed that the challenges are handled differently depending on where a beginning teacher is in his or her own personal development. Ideally, a study of teacher retention using the concept of life-stage as a major independent variable would include comparisons between nontraditional and traditional teachers who leave or remain in the teaching force. However, nontraditional teachers do not leave the field. Therefore, in the absence of a comparable size sample cell, comparisons were made between two groups of traditional teachers: those presently teaching and those no longer in the classroom.

Procedures

Participants

Participants in the study completed their preservice education programs at an urban mid-western university five and six years prior to data collection. The study was designed to examine differences between students seeking certification before age 25 and those who pursued certification after the age of 30. Participants were matched initially on the basis of age, marital status, sex, and declared major teaching discipline.

Of the 73 participants for whom complete data were available in the original study, current addresses were located and invitations to participate in the follow-up

study were sent to 69 persons. Of those who agreed to participate, 58 (84%) completed instruments providing complete data for the follow-up study, reducing the traditional group to 25 females and 3 males and the nontraditional group to 28 females and 5 males. The mean age of the traditional group at follow-up was 28.5; the mean age of the nontraditional group, 42. The traditional group is the focus of this report. Thirteen (46%) were engaged in classroom teaching at follow-up. This group includes 11 females and 2 males. The fifteen (54%) who were not teaching include 14 females and 1 male.

Data Collection

Contact with participants for the follow-up was made through the mail and by telephone. Relatives were contacted for current addresses when necessary. An initial letter outlined the project's goals and requested voluntary consent. A second mailing included instructions for completing two instruments and stamped, return envelopes. Participants completed the Teacher Concerns Checklist--Form B developed by Fuller and her colleagues (George, 1974, 1978; George, Borich, & Fuller, 1974). This 56-item Likert-type questionnaire assesses the degree to which respondents are concerned about issues related to teaching. Examples are "whether the students really like me or not" and "clarifying the limits of my authority and responsibility." Respondents rate each item on a scale of 1 (low) to 5 (high). Those not currently teaching were instructed to complete the checklist "as if you were going into the classroom tomorrow." The second instrument was a Career Development Survey designed to obtain information about respondents' professional choices, experiences, satisfactions, and expectations, significant life experiences influencing their careers since certification, post certification credits earned, and their future career aspirations. Specific questions were included to learn which factors influenced those who chose not to enter the teaching profession.

Data Analyses

Completion of the Teacher Concerns Checklist yielded three assessments of respondent's concerns (pre- and post- student teaching, follow-up) which were

analyzed with repeated measures analyses of variance. Responses to the checklist were combined to form the three factors hypothesized by Fuller (1969; Fuller & Brown, 1975) and identified by George (1974, 1978) as self, task, and impact concerns. Table 1 lists the items in these factors. Items were also constructed according to six factors identified by Adams, et al. (1980, 1981): self concerns about (1) adult perceptions and (2) pupil perceptions, task concerns related (3) to instruction and to (4) discipline, and impact concerns related to (5) academics and (6) the school environment. Table 2 lists the items included in each of these factors. Responses to the items were averaged to arrive at a factor value which ranged from 1 to 5. Data from the Career Development Survey were analyzed by compiling responses pertaining to common themes and concepts, such as reasons for leaving or remaining in the field, future career goals, and sources of satisfaction/dissatisfaction in the profession. Information which was more readily objectively coded included marital status, graduate credit hours completed, hours spent in extracurricular or volunteer activities. The data from the survey amplify and clarify the analyses of the Teacher Concerns Checklists.

Results

How is passage through the induction years of teaching affected by the life-stage of the teacher? The previously reported finding that significantly more nontraditional (85%) than traditional teachers (46%) [^{2} (1, N = 58) = 12.85, p <.001] remain in the classroom five to six years after completing the certification process is the point of departure for responding to this question. Life-stage has an impact and a description of that impact should include follow-up comparisons between the four groups of graduates. However, because so few nontraditional teachers had left the field and because the traditional graduates were approximately equally divided between teachers and nonteachers at follow-up, the data allow only an examination of the traditional group. As a result the critical variable of life-stage is essentially held constant.

The focus of the results, therefore, is to learn which variables account for retention in or attrition from the profession. This section is organized around three sources of data to answer the following questions:

1. Which data describe differences between the teachers and nonteachers?
2. How do the concerns of the teachers differ from the nonteachers and when did these differences become apparent?
3. Are there differences in how the two groups of graduates perceive and reflect upon their personal experiences and professional decisions in the years since they were certified?

Question 1. Responses to questions on the Career Development Survey which were objectively coded were used to address the question of which descriptive data reveal differences between the teachers and nonteachers. All of the respondents who were teaching at follow-up are in the elementary or special education classroom. This includes two teachers who initially received certification at the secondary level. Of the fifteen who are not teaching, seven had received secondary certification; the others were certified in elementary and/or special education. One in each group was a physical education major. With one exception the teaching group assumed classroom positions immediately after graduation. Two took one year leaves and returned. Their mean years of classroom experience is 5.45 years. In contrast, only five of the nonteaching group ever held full time classroom positions resulting in a mean of 1.26 years of experience. Five others had some experience (measurable in months) as substitute teachers or teachers' aides. Neither grades earned during student teaching, nor the number of college credits earned since certification account for which individuals remain in the classroom. More of the nonteachers (75%) compared to the teachers (46%) are married, but a higher percentage of married teachers (83%) have children compared to the married nonteachers (54%). Thus, the familial factors of marriage and parenthood do not explain why the nonteachers are not using their certificates.

Question 2. The longitudinal question of how and when the concerns of the two groups of graduates changed over time was answered by analyzing the data from the Teacher Concerns Checklists. Since three assessments (pre- and post- student teaching, follow-up) were available on both groups, the decision to use repeated measures analyses of variance was made following Nunnally's (1975a, 1975b) recommendations. The GLM procedure of the SAS (1985) statistical package was used. The analyses yield a between groups main effect comparing the teachers to the nonteachers, a within groups main effect for time, and an interaction effect. Separate analyses were run for each factor identified in the research of both George (1978) and Adams, et al. (1980). It is important to note that the follow-up responses of the nonteachers were based on the directive to assume they would be teaching in the immediate future.

Figures 1 through 9 graphically illustrate the longitudinal patterns from each teacher concerns factor for the two groups. The three points in time noted on the abscissa are spaced to reflect the distance between the student teaching experience and the follow-up data collection. Tables 3 and 4 include the means for each factor for teachers and nonteachers at each data collection period.

The means on the three original George (1978) factors (self, task, impact concerns) are graphed in Figures 1, 2, and 3. They indicate that the teaching group had consistently higher concerns than the group not teaching at all three points in time, except that the nonteaching group's self concerns at follow-up were higher. All participants' self concerns diminished significantly over time [F (2, 52) = 12.47, p <.001] as Fuller would have predicted. Although maturation and classroom experience may contribute to the decrease for the teaching group, the decline for the nonteaching group would be attributable to maturation and nonteaching experiences. No other statistical differences were found on these factors. Should the nonteachers choose to return to the classroom in the future, they will be most concerned about their impact on students, moderately concerned about how others perceive them, and least concerned about classroom tasks.

The results using the six Adams et al. (1980) factors add clarity. Both groups show significant decreases over time in their self concerns about pupil perceptions [F (2.52) = 15.65, p, <.0001] and about adult perceptions [F (2,52) = 5.03, p, <.01], but they are consistently more concerned about how adults (evaluators) perceive them. No differences were found on task concerns related to instruction where the means are lowest at all points in time compared to the other factors. There was a significant interaction term on the factor of task concerns related to discipline [F (2.52) = 3.72, p <.03]. Discipline concerns diminished over time with experience for teachers and increased over time as early as post-student teaching for the nonteachers. This may indicate for those not teaching that a return to the classroom would signal a need to acquire competency in managing classroom behaviors. Although the teachers are consistently more concerned over time than the nonteachers with both academic and environmental impact concerns, no statistical differences were noted on these two factors.

Question 3. Responses to the open-ended questions on the Career Development Survey were content analyzed for themes to ascertain whether there were differences in how the two groups of graduates perceived and reflected upon their personal experiences and professional decisions in the years since they were certified. These responses clarify the more objective data and affirm the generalizations made in the previous section to explain the results from the Teacher Concerns Checklist analyses. The responses from the group not teaching will be considered first.

Nonteachers. Two items on the survey provided information fundamental to the premise on which this report is based. They were "if you are no longer an educator, what influenced your decision not to use your certificate or to leave the field of teaching?" and "have you any misgivings about leaving education or any desire to return to it? Explain". Answers to these questions separated the respondents into the teaching and nonteaching groups. The nonteachers are presently raising children (n = 5), in management or business (n = 5), working in colleges or tutoring

privately (n = 3), or wondering what their next career move will be (n = 2) among their explanations for why they are not teaching is that they learned result of student teaching that the field was not for them (n = 8); six of illness or family related explanations (children, finances) and one never i teach. Of those six who had some post-certification classroom experience, teaching for personal, family reasons and two cited professional issues inc students' behaviors and motivation and the low public regard for the profes a group they do not have misgivings about leaving the field. Only three in that their future career plans include a possible interest in resuming teac twelve others plan to continue employment in other fields or pursue another change. Interestingly, when asked to describe how their original motivatio changed, 10 (67%) of the nonteachers rationalized that they are using their certificates in some fashion as they parent or work with others in manageri advisory capacities. Seven acknowledge that their original motivation has and eight do not.

The individuals in this group were originally motivated to pursue cert in order "to teach" (n = 7), a statement offered without qualification. Th wanted "to help others" (n = 4), found education to be a "sensible degree" wanted to coach (n = 1), or chose education as a "back-up" degree (n = 2). Seventy-one percent believe that student teaching or the first year of teac prepared them for the classroom; the others named methods and psychology co common sense as their best source of preparation. The respondents were ask and how their expectations about teaching were met. Some (n = 4) in the no group were equivocal: the personal fulfillment expected was counterbalance frustrations of student and parent apathy and attending to trivial tasks. emphatically noted that they were not prepared for the "negative aspects of including discipline and low salaries. The remainder responded with a simp (n = 4) or chose not to respond (n = 3).

The respondents were asked to identify factors contributing to their career satisfactions and dissatisfactions. Five commented that when teaching personal satisfaction came from seeing pupil growth. Their present positions are satisfying for a variety of reasons generally not available to teachers: promotion and salary opportunities, travel, and autonomy. Dissatisfactions from other careers are also due to salary, the bureaucracy and nonprofessional colleagues. Many in this group have not yet found a niche in the workforce. The survey items that provoked reflection on life experiences that have influenced career development revealed explanations best classified as obstacles perceived as preventing pursuit of a career in teaching: finances, illnesses, children, transferred spouses, opportunities beyond the classroom. The profiles emerging of those who are not teaching reflect developmental patterns suggested in the literature: for these individuals commitment to a profession during the college years was superceded by the demands of young adulthood to focus on family and personal security. These persons chose not to accept the challenge inherent in balancing professional and personal commitments.

Teachers. Not surprisingly, the teaching group offered fewer and better focused responses when asked to describe their original motivation for pursuing certification. Only three responded with the unqualified statement that they wanted "to teach"; the others cited a desire to help others learn and the enjoyment they gained from teaching. Their motivation has changed little. One indicated an interest change from secondary to elementary and one expressed an interest in educational administration. Three others noted their original motivation has intensified or become less idealistic due to their perceptions that "children need so much more".

A majority of this group (n = 7) identified student teaching or teaching (n =3) as their best source of preparation; one other teacher who responded to this question identified having many siblings and enjoying schooling herself as the best source. In regard to whether their expectations were met, the teachers also equivocate, but

they accept the challenges of their disappointments and continue to teach. Five gave responses which include positive expectations (enjoyment, rewarding, achieving success with learners) and unanticipated realities (discipline, paperwork, job stressors, realizing all pupils do not learn equally). Three mentioned only the unanticipated realities and three noted only the positive expectations; two did not respond to the question. Their career satisfactions derive from achieving academic and social successes with students, enjoying problem solving, professional associations, and community support. Their dissatisfactions are varied and typical of the profession: salary (noted by 58%), bureaucratic concerns (50%), the status of the profession (42%), parents (25%), time demands (16%), and discipline issues (1%). The teachers also identified life experiences which have had an impact on their careers. As did the nonteachers they have also had experiences which presented obstacles such as illnesses, spouses being transferred, moving, finances and children. However, they discuss these events with optimism and explain that as a result they were able to make positive moves within the field, learn how to handle stressors better, and reset their priorities more realistically. They overcame the obstacles that provided the rationale for the nonteaching group to justify their attrition from the field. Despite these realities, they continue in classroom positions, but for how long? Only five (38%) plan to remain in the classroom. Four plan to seek additional school certification (administration, counseling, psychological examiner) as a means to other positions in education. The others question whether they will remain in the profession.

Discussion

Aside from the fundamental difference in retention rate five to six years following certification, the two groups (1) are not different in their concerns about teaching as measured by the Fuller instrument, (2) identify similar sources of career satisfaction and dissatisfaction, and (3) reflect similarly on the education profession. The question of whether the maturation of teachers follows an orderly

sequence as proposed by Fuller (1969) is not supported in this data. The teachers showed few changes over time on factors other than self concerns. The finding that persons certified at the secondary level are more likely to leave the field than those certified at the elementary level is consistent with the literature on teacher retention (Book & Freeman, 1986; Ethington, Smart & Pascarella, 1987; Weaver, 1978). The frustrations and satisfiers of the induction years of teaching mirror those individual (personal rewards, efficacy) and situational (bureaucratic, collegial) factors reported in the literature (Brissie, Hoover-Dempsey & Bassler, 1988; Chapman-Lowther, 1982; Veenman, 1984) and this data suggests that these factors influence teachers well into their fifth and sixth years of practice.

Both the teachers and nonteachers identify the life-span stresses of young adulthood as issues upon which they are reflecting and making decisions. Despite this similarity, the data reveal recurring themes which suggest they they are confronting these issues differently. The teaching group was more goal-directed throughout each phase of data collection. They pursued teaching with greater conviction and desire focusing on why they had chosen to teach. The nonteachers, in contrast, entered teaching with nonspecific reasons, more reservations, and fewer justifications for their career choices. They now rationalize that they continue to use their education degrees, yet they continue to seek direction in how they will make a contribution to society. Nonteachers certified at the secondary level are not using their certificates while the teachers who were dissatisfied using their secondary certificates moved to lower grades. Major illnesses and family upheavals were identified in both groups, but responses to the Career Development Survey indicate that the teachers and nonteachers perceived the impact of these crises differently. The nonteachers responded by accepting the crises as obstacles delaying their careers or preventing them from joining the teaching force. The teachers overcame the obstacles and even regarded them as positive career influences. They have successfully balanced their personal and professional commitments, at least for the near future.

These differences aside, the grim finding that only 18% of this sample are confident they will remain in the classroom in the future is unsettling. What do the data suggest for professional education programs? Although some may suggest that an extended five year program may eliminate those less committed to the field or that we must tolerate these issues of retention and provide better supports during inservice programs, these responses cannot be as desirable as the option of insuring that individuals who choose the field do so with commitment and because they want to be teachers. Such a goal can be accommodated in the preparation curriculum. The results of this study affirm the need for earlier classroom experiences. Preparing teachers should be offered more opportunities to observe and interact with veteran teachers to get realistic, rather than romantic, information about professional realities including salary, classroom management and institutional constraints. Preparing teachers can explore their own value systems and career aspirations by interviewing teachers and learning from them about the satisfactions and dissatisfactions inherent in the field. The themes generated inductively from this data set suggest that concerted efforts at career awareness and exploration must be offered early and throughout the professional education curriculum.

Had some of the realities been addressed during their preservice years, perhaps more in this sample would have remained in the profession or made personal and realistic choices not to enter teaching earlier. Although this study represents a small sample controlled for age and limited by certifying institution, an advantage of the data is that it allowed scrutiny of spontaneous, personal responses to questions of retention dealing with individual and situational issues. Whereas national statistics indicate that teachers leave the profession after their first five years, this study shows that traditional-age teachers may leave earlier or not choose to enter it. The issue may not be one of burnout. National and regional studies of teacher retention with large sample sizes (Brissie, et al., 1988; Heyns, 1988; Mark & Anderson, 1985; Murname, Singer & Willett, 1988; Schlechty & Vance,

1983) offer compelling statistical trends, but results such as those presented here clarify the trends and raise questions about variables difficult to explore in massive samples. Life-span issues affect preparing and practicing teachers differentially throughout career development. Such differences must be understood and accommodated to promote professional growth.

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Table 1
Items in the Concerns Factors Identified by George (1978)

Self Concerns
Doing well when a supervisor is present
Feeling more adequate as a teacher
Being accepted and respected by professional persons
Getting a favorable evaluation of my teaching
Maintaining the appropriate degree of class control

Task Concerns
Lack of instructional materials
Feeling under pressure too much of the time
Working with too many students each day
Too many noninstructional duties
The routine and inflexibility of the situation

Impact Concerns
Meeting the needs of different kinds of students
Diagnosing student learning problems
Challenging unmotivated students
Guiding students toward intellectual and emotional growth
Whether each student is getting what he (or she) needs

Table 2
Items in the Concerns Factors Identified by Adams et al. (1980, 1981)

Self Concerns
- About Pupil Perceptions
  - Whether the students really like me or not
  - Acceptance as a friend by students
  - How students feel about me
- About Adult Perceptions
  - Doing well when a supervisor is present
  - Getting a favorable evaluation of my teaching
  - Being accepted and respected by professional persons

Task Concerns
- As Related to Instruction
  - Feeling under pressure too much of the time
  - The routine and inflexibility of the situation
  - Becoming too personally involved with students
  - Working with too many students each day
  - Lack of academic freedom
- As Related to Classroom Discipline
  - Lack of respect of some students
  - Maintaining the appropriate degree of class control
  - The values and attitudes of the current generation
  - Students who disrupt class

Impact Concerns
- As Related to Academics
  - Meeting the needs of different kinds of students
  - Diagnosing student learning problems
  - Challenging unmotivated students
  - Guiding students toward intellectual and emotional growth
  - Whether each student is getting what he (or she) needs
- As Related to School Environmental Influences
  - Student health and nutrition problems that affect learning
  - The psychological climate of the school
  - Chronic absence and dropping out of students
  - Student use of drugs

Table 3

Mean Level of Concerns (after George) of Teachers

	Teaching (n = 13)			Not Teaching (n = 15)		
Concern	Pre	Post	Follow-up	Pre	Post	Follow-up
Self	4.03	4.03	3.32	4.01	3.93	3.53
Task	3.14	3.29	3.26	2.68	2.84	3.01
Impact	4.08	4.06	4.12	3.88	4.01	3.95

Table 4

Mean Level of Concerns (after Adams et al.) of Teachers

	Teaching (n - 13)			Not Teaching (n = 15)		
Concern	Pre	Post	Follow-up	Pre	Post	Follow-up
Self						
Pupil	3.44	2.97	2.15	2.93	2.49	2.33
Adult	4.08	3.92	3.56	3.96	3.98	3.47
Task						
Instructional	2.98	3.12	2.88	2.55	2.69	2.72
Discipline	3.77	3.75	3.42	3.47	3.78	3.88
Impact						
Academic	4.08	4.06	4.12	3.88	4.01	3.95
Environmental	3.58	3.64	3.21	3.10	3.10	2.92

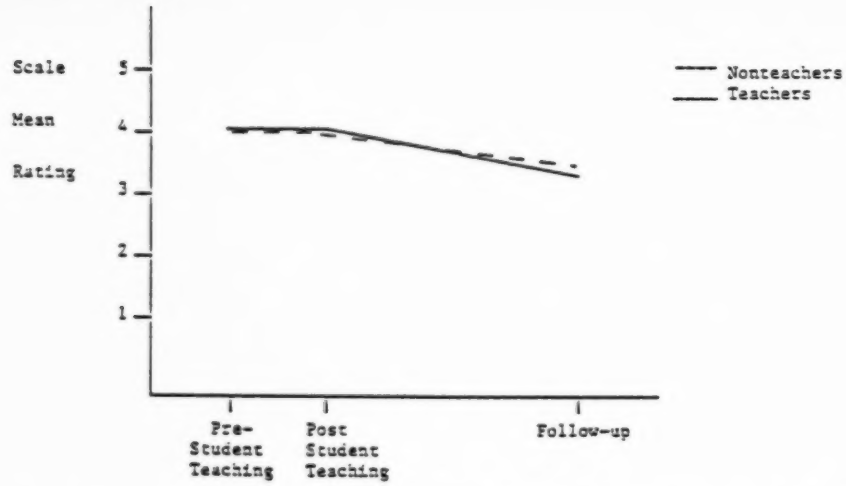

Figure 1. Mean rating of self concerns as a function of experience for two groups of teachers.

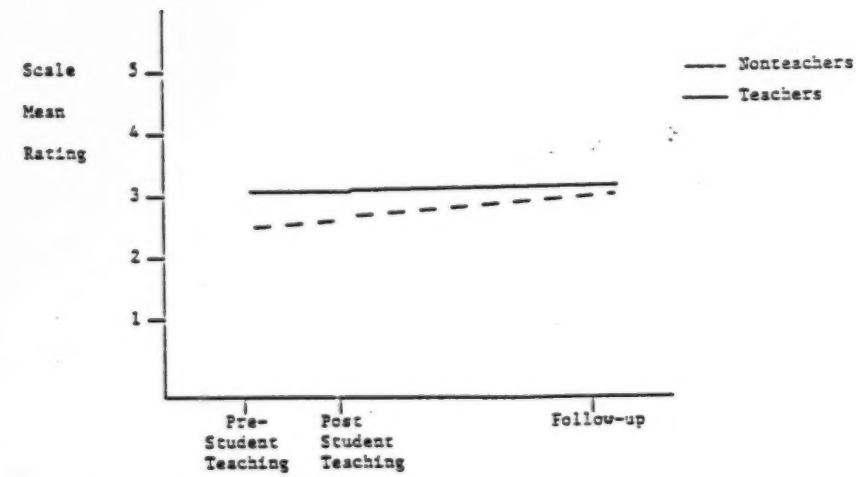

Figure 2. Mean rating of task concerns as a function of experience for two groups of teachers.

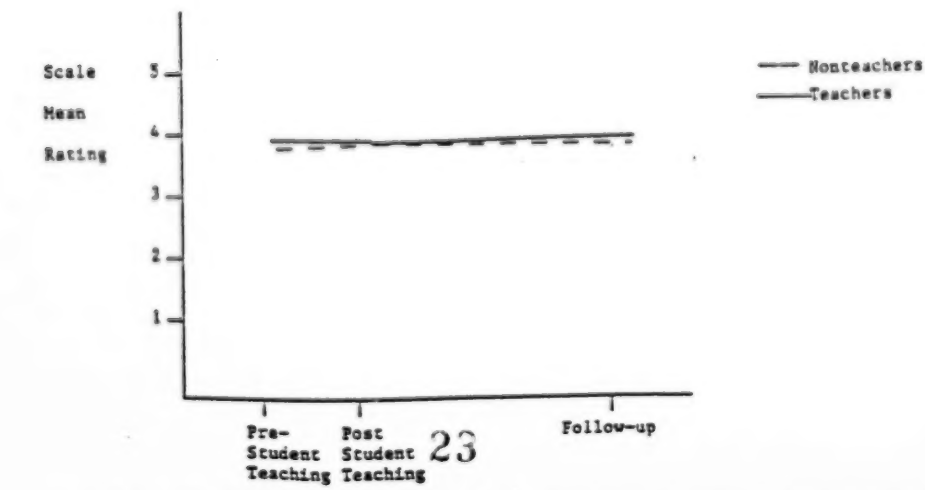

Figure 3. Mean rating of impact concerns as a function of experience for two groups of teachers.

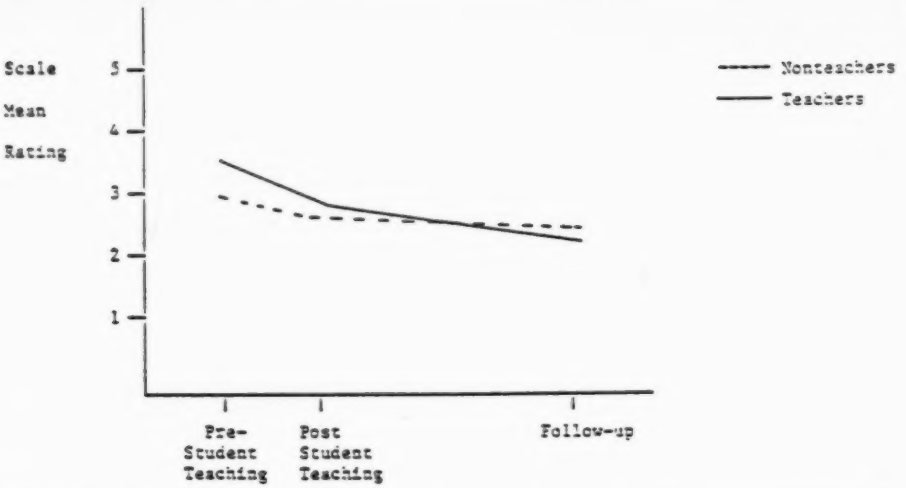

Figure 4. Mean rating of self concerns about pupils as a function of experience for two groups of teachers.

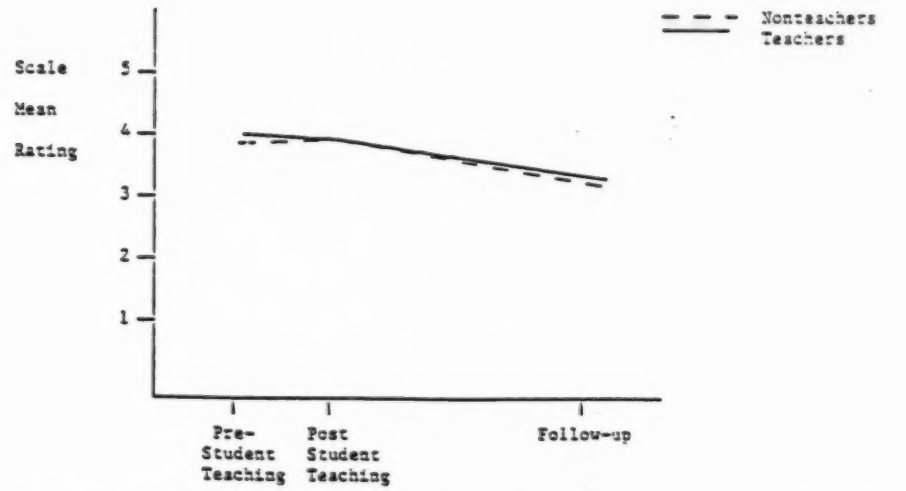

Figure 5. Mean rating of self concerns about adults as a function of experience for two groups of teachers.

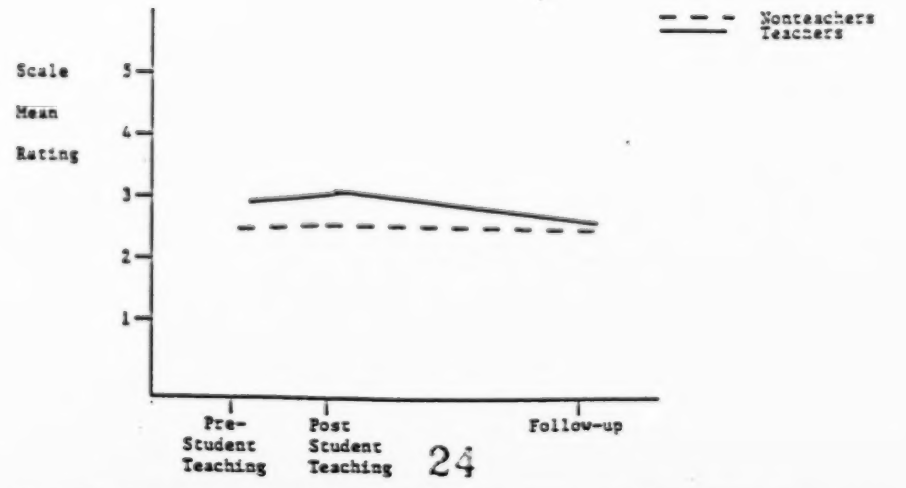

Figure 6. Mean rating of task concerns about instruction as a function of experience for two groups of teachers.

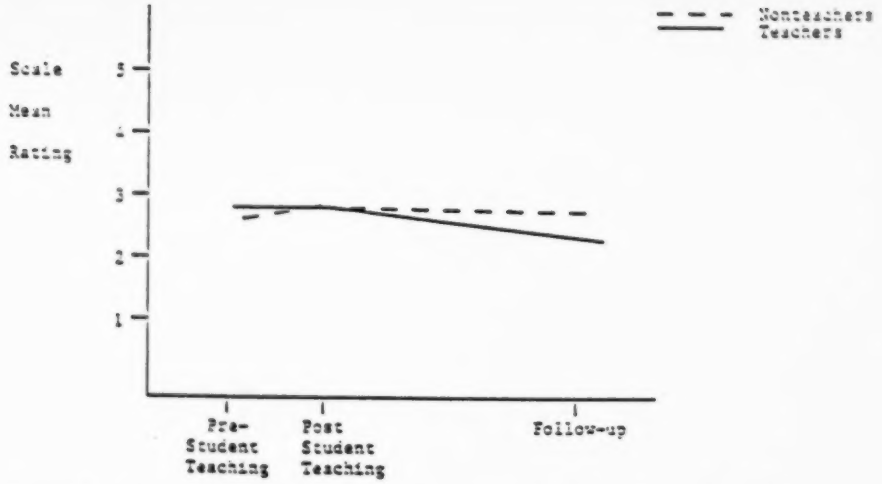

Figure 7. Mean rating of task concerns about discipline as a function of experience for two groups of teachers.

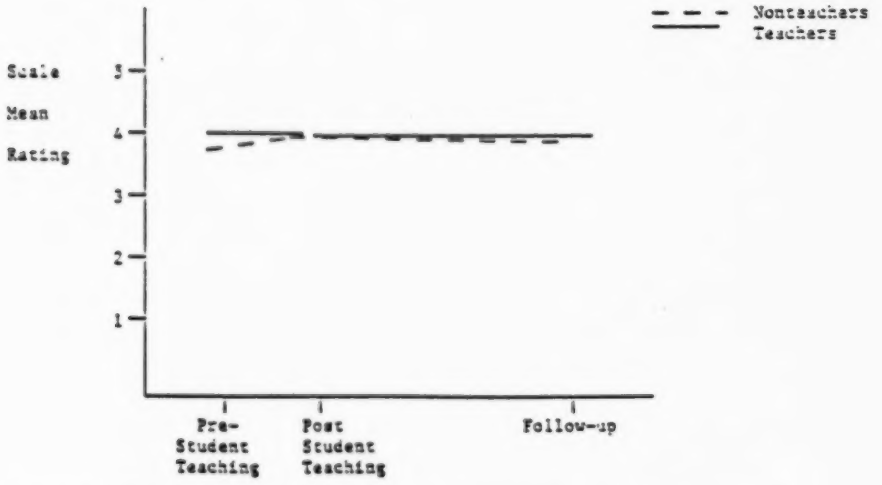

Figure 8. Mean rating of impact concerns about academics as a function of experience for two groups of teachers.

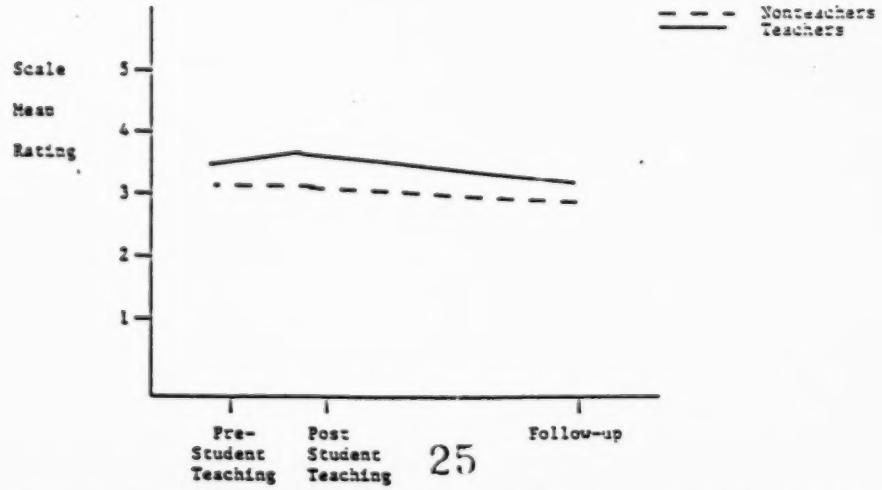

Figure 9. Mean rating of impact concerns about the environment as a function of experience for two groups of teachers.